



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2012-2013: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.

2013-2014 NCLB Report Card

School: Mt Ararat High School

SAU: RSU 75/MSAD 75

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2013-2014 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
Grade: High School

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	194	191	98	55	55	47	9	46	25	20	188	3	0
	2012-2013	216	207	96	52	52	48	11	41	25	23	205	2	0
Female	2011-2012	88	86	98	63	63	51	10	52	23	14			
	2012-2013	108	106	98	57	57	51	10	46	28	15			
Male	2011-2012	106	105	99	49	49	43	9	40	26	26			
	2012-2013	108	101	94	47	47	45	11	36	22	32			
Caucasian/White	2011-2012	183	180	98	56	56	48	10	46	24	21			
	2012-2013	200	193	97	53	53	49	11	42	25	22			
African American/Black	2011-2012	1	1	100			28							
	2012-2013	2	2	100			23							
Hispanic	2011-2012	3	3	100			30							
	2012-2013	7	6	86			39							
Asian or Pacific Islander	2011-2012	3	3	100			48							
	2012-2013	3	3	100			50							
American Indian or Native Alaskan	2011-2012	2	2	100			35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	58	55	95	33	33	31	5	27	27	40			
	2012-2013	70	65	93	37	37	33	3	34	25	38			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	38	36	95	17	17	16	3	14	19	64			
	2012-2013	34	30	88	10	10	14	<1	10	27	63			
Limited English Proficient	2011-2012	2	2	100			13							
	2012-2013	2	2	100			10							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
Grade: High School

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	194	190	98	47	47	47	5	42	26	27	187	3
	2012-2013	216	208	96	42	42	48	6	37	33	25	206	2
Female	2011-2012	88	86	98	47	47	46	3	43	33	21		
	2012-2013	108	107	99	44	44	47	2	42	36	21		
Male	2011-2012	106	104	98	47	47	47	6	41	21	32		
	2012-2013	108	101	94	41	41	49	10	31	30	30		
Caucasian/White	2011-2012	183	179	98	47	47	48	5	42	26	27		
	2012-2013	200	194	97	43	43	49	6	37	34	24		
African American/Black	2011-2012	1	1	100			21						
	2012-2013	2	2	100			18						
Hispanic	2011-2012	3	3	100			32						
	2012-2013	7	6	86			36						
Asian or Pacific Islander	2011-2012	3	3	100			55						
	2012-2013	3	3	100			61						
American Indian or Native Alaskan	2011-2012	2	2	100			33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	58	54	93	24	24	30	<1	24	28	48		
	2012-2013	70	66	94	29	29	31	2	27	38	33		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	38	36	95	8	8	15	<1	8	11	81		
	2012-2013	34	30	88	7	7	14	<1	7	20	73		
Limited English Proficient	2011-2012	2	2	100			15						
	2012-2013	2	2	100			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2013-2014 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
Grade: High School

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	194	189	97	52	52	44	6	46	26	22	186	3
	2012-2013	216	211	98	45	45	41	6	39	27	28	209	2
Female	2011-2012	88	86	98	56	56	40	3	52	20	24		
	2012-2013	108	107	99	47	47	37	3	44	28	25		
Male	2011-2012	106	103	97	49	49	49	9	40	31	20		
	2012-2013	108	104	96	42	42	44	9	34	26	32		
Caucasian/White	2011-2012	183	178	97	52	52	45	7	46	25	22		
	2012-2013	200	196	98	46	46	42	6	40	27	27		
African American/Black	2011-2012	1	1	100			20						
	2012-2013	2	2	100			17						
Hispanic	2011-2012	3	3	100			32						
	2012-2013	7	7	100			30						
Asian or Pacific Islander	2011-2012	3	3	100			45						
	2012-2013	3	3	100			45						
American Indian or Native Alaskan	2011-2012	2	2	100			34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	58	54	93	33	33	30	2	31	30	37		
	2012-2013	70	68	97	31	31	27	<1	31	26	43		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	38	36	95	19	19	16	<1	19	22	58		
	2012-2013	34	30	88	10	10	12	<1	10	23	67		
Limited English Proficient	2011-2012	2	2	100			10						
	2012-2013	2	2	100			10						

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2013-2014 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
Grade: High School

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
	Number Enrolled	Percent Participated	Average Percent		Targets	Number Tested	Number Proficient	% Proficient		
Whole School	215	96		56	60	201	105	52	78	90
Female	107	98		64	67	102	59	58	82	92
Male	108	94	96	49	53	99	46	46	75	89
Caucasian/White	199	96		56	60	188	101	54	78	90
African American/Black	2	*		*		2	*	*		100
Hispanic	7	*		*		6	*	*		100
Asian or Pacific Islander	3	*		*		3	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	70	93	95	35	40	64	24	38	68	81
Not Economically Disadvantaged	145	97		64	67	137	81	59	82	98
Migrant	0	*		*		0	*	*		0
Not Migrant	215	96		56	60	201	105	52	78	90
Students with Disabilities	33	*		17	24	28	2	7	59	79
Students without Disabilities	182	97		64	67	173	103	60	82	95
Limited English Proficient	2	*		*		2	*	*		100
Not Limited English Proficient	213	96		56	60	199	105	53	78	90
Super Subgroup	95	93	96	31	37	86	29	34	66	
Non-Super Subgroup	120	98		71	73	115	76	66	86	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
 A blank cell indicates data are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
Grade: High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
	Number Enrolled	Percent Participated	Average Percent		Targets	Number Tested	Number Proficient	% Proficient		
Whole School	215	96		47	51	202	87	43	74	90
Female	107	99		47	51	103	47	46	74	92
Male	108	94	96	48	52	99	40	40	74	89
Caucasian/White	199	97		47	51	189	82	43	74	90
African American/Black	2	*		*		2	*	*		100
Hispanic	7	*		*		6	*	*		100
Asian or Pacific Islander	3	*		*		3	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		100
Economically Disadvantaged	70	94	95	24	30	65	19	29	62	81
Not Economically Disadvantaged	145	97		56	60	137	68	50	78	98
Migrant	0	*		*		0	*	*		0
Not Migrant	215	96		47	51	202	87	43	74	90
Students with Disabilities	33	*		9	17	28	2	7	55	79
Students without Disabilities	182	98		56	60	174	85	49	78	95
Limited English Proficient	2	*		*		2	*	*		100
Not Limited English Proficient	213	96		47	51	200	86	43	74	90
Super Subgroup	95	94	96	23	29	87	23	26	62	
Non-Super Subgroup	120	98		62	65	115	64	56	81	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	23	12	12	2	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	4.59

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.